

# Mark Scheme (Results)

November 2007

IGCSE

## IGCSE English Language (4355/2H)

## Section A

### Main Assessment Objective:

- read with insight

### Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

Question Number	Answer	Mark
1	<p>There are many points to be made, some direct and others inferential. Credit all valid responses, such as:</p> <ul style="list-style-type: none"><li>• he is part of a close and loving family</li><li>• he feels frustrated at not being able to communicate</li><li>• he felt frustrated by his inability to run and play</li><li>• an encouraging family that believes in him</li><li>• although not able to join he is always included - propped on pillows on the floor, or out in the garden</li><li>• the family gather round the big kitchen fire, suggesting that this may be their only heating, perhaps they are poor, or the story is set in the past</li><li>• they have a slate floor, which Christy writes upon, again suggesting simple living conditions</li><li>• he is part of a traditional family in which mother is in the kitchen whilst father sits in the living room</li><li>• his life was one of loneliness</li><li>• his life is unexciting</li></ul>	4

Question Number	Answer	Mark
2	<p>Give credit to the quality and depth of explanation.</p> <p>Credit all valid responses, such as:</p> <ul style="list-style-type: none"><li>• he was unable to communicate his thoughts or feelings in any way</li><li>• the family are not aware of his internal, mental awareness or his intelligence</li><li>• he felt frustrated by his inability to run and play</li><li>• he was lonely</li><li>• he is placed close to his brother and sister but is unable to play any part in their activity</li><li>• he was unable to escape from his situation</li></ul>	4

Question Number	Answer	Mark
3	<p>Examiners should refer to the following bullet points and then to the table to reach an overall judgement.</p> <p>There are many features in the passage that are worthy of comment and it is likely that candidates will focus upon different aspects of it. Examiners must reward all valid points that show an engagement with the text and an appreciation of the writer's technique rather than have a set agenda of items that they are looking for. Examiners must reward all valid points that address the question and show a clear grasp of the writer's technique.</p> <p>Candidates may refer to some of the following points:</p> <p>Tension and language</p> <ul style="list-style-type: none"> <li>• the piece begins calmly</li> <li>• the sentences in the first paragraph are mainly long and complex, producing a slow, contemplative pace at the start</li> <li>• the extent of his isolation is highlighted through a vivid simile - "As though a glass wall stood between my existence and theirs"</li> <li>• paragraph two abruptly changes the pace - short sentence, split by commas into units of one or two words</li> <li>• the first sentence ends in an exclamation mark - builds excitement after the languid opening</li> <li>• Deliberate use of pronoun "it" not referring to a prior noun - creates uncertainty and intrigue</li> <li>• Despite the fact that the piece is in the past tense and the reader must assume that everything turned out well, tension is built by suggesting something momentous but withholding detail</li> <li>• The reader has to wait a long time for the writer to clarify things</li> <li>• Use of dashes for parenthetical insertions that helps to build suspense</li> <li>• The family's reaction to him taking the chalk, especially those of his mother build tension</li> <li>• The fact that Christy tries more than once</li> <li>• The extreme physical exertion and our appreciation of the level of difficulty makes us wonder if he will be successful</li> <li>• The manner in which mother "whispers" builds intensity and is a contrast to the reactions that follow</li> <li>• The reactions of both parents release the tension that has been built up</li> <li>• Use of figurative language on a number of occasions for effect - particularly the last paragraph</li> <li>• Deliberate use of short sentences and punctuation for effect - "Again. I did" "I had done it!"</li> </ul>	12

	<p>The writer</p> <ul style="list-style-type: none"><li>• He uses imagery of imprisonment to describe his feelings</li><li>• He recognises the love and closeness of the family</li><li>• He has a strong relationship with his mother who is the most encouraging and constructive</li><li>• He describes his sense of frustration</li><li>• He describes his desire to be involved as “desperation”</li></ul> <p>Family reactions</p> <ul style="list-style-type: none"><li>• His family surround him with warmth and love and hope that things will improve for him</li><li>• They treat him normally like the other children, he is taken into the garden, he sits on the floor like the others</li><li>• Mother is singled out as having a secret fear that perhaps Christy would never be able to communicate, and that she always had faith in him</li><li>• Despite appearing to be poor and having few possessions, the family are close - they all sit together in the kitchen</li><li>• The practical caring nature of the mother is emphasised - “as she had done so many times before”</li><li>• Mother is firm and clear in her instructions, requiring him to write independently</li><li>• Mother “whispers” suggesting a quiet nature and an intensity of encouragement</li><li>• The intensity of both reactions, and the different ways in which they react show their natures and reveal the depth of their relationship in their celebration of his achievement</li></ul>	
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Total for Section A: 20 Marks

## Section B, part 1

### Main Assessment Objective:

- read with insight

### Supporting Assessment Objectives:

- develop and sustain interpretations of texts
- select material appropriate to purpose
- understand and evaluate how writers use linguistic and structural devices to achieve their effects

Question Number	Indicative content	Mark
4	<p>Examiners should refer to the following bullet points and then to the table to come to an overall judgement. Examiners must reward all valid points that show an engagement with the text and an insight into the writer's technique</p> <p>The writer uses a variety of direct and indirect means to express his opinions. Candidates may refer to some of the following points:</p> <p>Indirect</p> <ul style="list-style-type: none"> <li>• Generally adopts a sarcastic, derogatory tone</li> <li>• Previous expedition described as "farce"</li> <li>• Use of "experts" to question the judgement of the men, emphasis upon the hostility of the surroundings and the fact the helicopter was only single-engined</li> <li>• Mr Smith has a nickname, which suggests a juvenile nature</li> <li>• Mr Smith's nickname is ironic as Q is the character from James Bond who is good with technical devices</li> <li>• James Bond reference is used to tarnish our view of the men as overgrown children pretending to be in an adventure</li> <li>• The final quotation from Ms Vestey confirms them to be silly children who will be punished by their elders and betters</li> </ul> <p>Direct</p> <ul style="list-style-type: none"> <li>• Direct reporting of "resentment"</li> <li>• Use of verbatim accounts to undermine the men who presumably described their helicopter as "trusty", Ms Vestey dismisses them as "boys" and describes their antics as "messing"</li> <li>• The fact that the naval ship was diverted from a valuable and genuinely adventurous task, "surveying uncharted waters", is a criticism</li> <li>• Their genuine experience is introduced only to be undermined with the phrase, "Despite their experience ..."</li> <li>• Their flying ability is undermined as they experienced difficulties when "conditions had been excellent"</li> </ul> <p>Resentment is generated by the statement that the taxpayer is unlikely to recoup any of the money from the men</p>	10

Mark Range	Descriptor
0	<ul style="list-style-type: none"> <li>• makes no response or a response that does not refer to the question or seem to be responsive to the text</li> </ul>
1 - 2	<ul style="list-style-type: none"> <li>• is able to make a small number of simple points that may focus on only one of the two bullet points</li> <li>• may recount aspects of the text rather than addressing technique</li> <li>• shows a limited grasp of ideas</li> </ul>
3 - 4	<ul style="list-style-type: none"> <li>• shows some understanding of the writer's technique, though there may still be some uncertainty about some aspects of the passage</li> <li>• shows an understanding of some of the main features of the passage, but it is not sustained</li> <li>• may demonstrate some selection of text</li> <li>• makes simple comments on aspects of language and technique</li> </ul>
5 - 6	<ul style="list-style-type: none"> <li>• begins to show greater familiarity with a wider range of techniques in the passage</li> <li>• may be able to select some more relevant sections of text, but not consistently</li> <li>• is able to make clearer comments about the writer's technique</li> </ul>
7 - 8	<ul style="list-style-type: none"> <li>• shows a sound understanding of the writer's techniques</li> <li>• is likely to select suitable aspects of the text</li> <li>• begins to be able to show how meaning and effect are being created</li> </ul>
9 - 10	<ul style="list-style-type: none"> <li>• makes perceptive points about the writer's techniques showing an ability to use analysis and interpretation</li> <li>• is likely to use textual references with some discrimination to substantiate points made</li> <li>• shows sound analysis and interpretation of the writer's use of language in points that are clearly organised and developed</li> </ul>

## Section B, part 2

### Main Assessment Objective:

- communicate clearly for a particular purpose

### Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling.

Question Number	Indicative content	Mark
5	<p>The audience for this piece is clear as is the form and purpose. Markers should use the grid below to award marks for this writing activity.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"><li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>3. use a range of sentence structures effectively, with accurate punctuation and spelling</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which <b>corresponds most closely</b> to the overall quality of the response.</p>	10

Writing skills	Band/ Range	Descriptor The candidate:
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 1</b> 0 - 2</p>	<p>Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.</p> <p>Organisation is simple with limited success in opening and development.</p> <p>The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 2</b> 3 - 4</p>	<p>Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown.</p> <p>Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.</p> <p>Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 3</b> 5 - 6</p>	<p>Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown</p> <p>Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.</p> <p>Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.</p> <p>Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.</p>
<p>Effectiveness of communication</p> <p>Organisation</p>	<p><b>Band 4</b> 7 - 8</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p>



<p>Spelling Punctuation Grammar</p>		<p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b> 9 -10</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>

## Section C

### Main Assessment Objective:

- communicate clearly for a particular purpose

### Supporting Assessment Objectives:

- organise ideas into sentences and paragraphs
- use a range of sentence structures effectively, with accurate punctuation and spelling

Question Number	Indicative content	Mark
6	<p>The writing triplet assessed on this question is writing to inform, explain and describe. The audience and the form of writing have not been specified and examiners should be open to a variety of acceptable responses to this task.</p> <p>Weaker answers may be fragmentary or lack coherence. Candidates may lack the ability to explain themselves or may assume understanding that the reader does not have. A useful discriminating factor will be the extent to which the writer is able to engage the interests of the reader by using a variety of techniques.</p> <p>The assessment of writing involves a judgement about a writer's ability to construct and convey meaning in written language, matching style to audience and purpose. Writing is marked against three skills areas which assess the Writing Assessment Objectives and which require candidates to demonstrate their ability to:</p> <ol style="list-style-type: none"><li>1. communicate clearly and imaginatively, using and adapting forms for different readers and purposes</li><li>2. organise ideas into sentences, paragraphs and whole texts using a variety of linguistic and structural features</li><li>3. use a range of sentence structures effectively, with accurate punctuation and spelling.</li></ol> <p>Markers should allocate about a <b>third</b> of the total marks for accuracy in spelling, punctuation and grammar.</p> <p><i>The 'best fit' approach</i></p> <p>An answer may not always satisfy every one of the assessment criteria for a particular band in order to receive a mark within that band range, since on individual criteria the answer may meet the descriptor for a higher or lower mark range. The 'best-fit' approach should be used to determine the mark which <b>corresponds most closely</b> to the overall quality of the response.</p>	20

Writing skills	Band/ Range	Descriptor The candidate:
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 1</b> 0 - 4	Communicates at a basic level, limited vocabulary, little variety of sentence structure. Little awareness is shown of the purpose of the writing and the intended reader.  Organisation is simple with limited success in opening and development.  The spelling of common words is usually correct though inconsistencies are present. Basic punctuation is used with some control. Sentence construction and variety shows some control.
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 2</b> 5 - 8	Communicates in a broadly appropriate way. There is some evidence of control in choice of vocabulary and sentence structure. Shows a basic grasp of the purpose and of the expectations/requirements of the intended reader shown.  Shows some grasp of text structure, with opening and development and broadly appropriate paragraphing and other sequencing devices.  Full stops, capital letters, question marks are used together with some other marks, mostly correctly/ grammatical structuring of simple and some complex sentences is usually correct/spelling of simple and more complex words usually correct.
Effectiveness of communication  Organisation  Spelling Punctuation Grammar	<b>Band 3</b> 9 - 12	Generally clear sense of purpose and understanding of the expectations/requirements of the intended reader shown. Communicates clearly; well chosen vocabulary; some evidence of crafting in construction of sentences.  Organisation mostly sound; clear text structure; controlled paragraphing to reflect opening, development and closure together with successful use of cohesive devices.  Spelling of a wide range of words is accurate. Punctuation is mostly secure. Sentence construction and variety are accurate and used to create effects with only occasional errors.

<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 4</b> 13 - 16</p>	<p>Communicates effectively, with aptly chosen vocabulary and well-controlled variety in sentence construction. A secure realisation of the writing task according to the writer's purpose and the expectations/requirements of the intended reader is shown.</p> <p>Organisation is secure, text structure is well-judged; effective paragraphing and a range of cohesive devices between and within paragraphs.</p> <p>Spelling is almost always accurate, with occasional slips. Punctuation is accurate with a wide range of marks used to enhance communication. A wide range of sentence constructions and sentence variety is used effectively to create intended impact and convey nuances of meaning.</p>
<p>Effectiveness of communication</p> <p>Organisation</p> <p>Spelling Punctuation Grammar</p>	<p><b>Band 5</b> 17 - 20</p>	<p>Compelling in its communicative impact. Extensive vocabulary and skilful control in the construction of varied sentence forms. Strong and assured, sharply focused on purpose and the expectations/requirements of the intended reader shown.</p> <p>Sophisticated control of text structure, skilfully sustained paragraphing, assured application of a range of cohesive devices.</p> <p>Spelling of a wide and ambitious vocabulary is consistently accurate. Control of a range of punctuation marks is precise, enabling intended emphases and effects to be conveyed. Sentence construction and variety is ambitious and assured. There is sophisticated control of expression and meaning.</p>